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NEW GRADUATE PROGRAMS IN MODERN FOREIGN LANGUAGES, WHY THEY ARE NEEDED.

BY- TURNER, DAYMOND E., JR.

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ADDITIONAL DOCTORAL PROGRAMS ARE NEEDED IN MODERN FOREIGN LANGUAGES. CURRENT PRODUCTION OF GRADUATE DEGREES APPEARS SCARCELY ADEQUATE FOR REPLACING FACULTY WHO ANNUALLY LEAVE TEACHING BECAUSE OF DEATH, ILLNESS, RETIREMENT, OR CHANGE OF VOCATION. THE SUPPLY WILL HARDLY KEEP PACE WITH THE DEMAND CREATED BY THE ESTABLISHMENT OF NEW INSTITUTIONS OF HIGHER LEARNING AND THE GROWTH OF EXISTING ONES. NEW DOCTORAL PROGRAMS SHOULD PRODUCE TEACHER-SCHOLARS (1) WHO CAN UNDERSTAND, SPEAK, AND WRITE, AS WELL AS READ, ENGLISH AND THE MAJOR FOREIGN LANGUAGES WITH NEARLY NATIVE FLUENCY, (2) WHO HAVE BROAD UNDERSTANDING OF LINGUISTIC STRUCTURE, LITERATURE, AND THE CULTURE WHICH PRODUCED THEM, AND (3) WHO HAVE MASTERED THE TECHNIQUES OF THE EFFECTIVE TRANSMISSION OF THE HERITAGE OF THEIR DISCIPLINE THROUGH CLASSROOM PRESENTATION AND PUBLICATION. IN ONE OF THE MORE IMPORTANT WORLD LANGUAGES, THIS PROGRAM WILL REQUIRE (1) A MINIMUM SENIOR STAFF OF 10, (2) ABOUT 60 UNDERGRADUATE AND GRADUATE COURSES, (3) SECRETARIAL, LABORATORY, MAINTENANCE, AND CUSTODIAL PERSONNEL, (4) ADEQUATE FLOOR SPACE, AND (5) GENEROUS SUPPORT FOR LIBRARY DEVELOPMENT, RESEARCH, PUBLICATION, TRAVEL, AND GRADUATE SCHOLARSHIPS. AT A MEDIUM-SIZED INSTITUTION, IT IMPLIES (IN 1966 DOLLARS) AN ANNUAL BUDGET PER LANGUAGE IN EXCESS OF $340,000. THIS ARTICLE IS PUBLISHED IN "JOURNAL OF HIGHER EDUCATION," VOLUME 37, NUMBER 5, MAY, 1966. (AUTHOR)

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New Graduate Programs in Modern Foreign Languages

DAYMOND TURNER

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New Graduate Programs in Modern Foreign Languages

Why They Are Needed

By Daymond Turner

Foreign Languages (department chairman): Rank, professor; salary compares favorably with the projected 1964–65 AAUP scale. Secretarial assistance. Department includes French, German, Spanish, Latin, Russian, and Hebrew. Number in department currently 7, plus part-time members. Expect to move into graduate program fall, 1965 . . .[1]

THE frequency with which advertisements such as the one cited appear in professional journals shows that the foreign-language field has not escaped the pressures for a proliferation of graduate offerings rampant in American higher education today. Can such additions to the graduate curriculum be justified, and, if so, what is implied in terms of objectives, staff, course offerings, and financial support? Should administrators and language teachers acquiesce in their development in the light of a total institutional commitment?

In a survey of the preparation of college teachers of modern foreign languages conducted in 1964, it was found that only fifty-two departments in thirty-nine universities offer the doctorate in any modern foreign language. And the committee of the Modern Language Association which made the survey assumed that these departments would continue to train the majority of college foreign-language teachers for the "foreseeable future."[2]

[1] *AAUP Bulletin*, LI (June, 1965), p. 329.
[2] Archibald T. MacAllister, "The Preparation of College Teachers of Modern Foreign Languages," *PMLA*, LXIX (May, 1964), pp. 1–5.

Daymond Turner *is professor in the Department of Languages and Literature and director of Language Laboratories at the University of Delaware.*

As a matter of fact, during the academic year 1964–65 at least 324 Ph.D. degrees in modern foreign language were awarded by some forty-eight institutions. There were 79 in French, 66 in German, and 63 in Spanish, and a smattering in a number of less commonly taught languages. The tabulation also includes 38 degrees in linguistics and 33 in comparative literature, fields which some foreign-language teachers would consider entirely separate disciplines.[3] The total for 1964–65 may appear to be a significant increase over the 237 doctorates in this area granted during the academic year 1962–63, but it should be borne in mind that during the same three-year period the number of institutions of higher learning grew by 140, and the student population of such institutions by more than a million.[4] We must also remember that, while college or university teaching is the vocational goal of most doctoral candidates in the humanities, the figures just cited do not represent a net addition to the supply of college teachers, since many of the degree recipients were already engaged in full-time teaching. Ray C. Maul reports that, in the fall of 1964–65, only 17.3 per cent of new full-time college foreign-language teachers held a doctorate in their field, while about one-sixth held only a Bachelor's degree.[5]

The number of Master's degrees awarded in modern foreign language in 1964 was considerably larger than the number of Ph.D.'s. The majority were in French, Spanish, and German, in that order.[6] But, despite the frequent recommendation that a strengthened Master's be used to ease teacher shortages on the college level, the indications are that most Master of Arts candidates still enter secondary-school teaching or are already engaged in it full time upon receipt of their degree.

The full extent of the teacher shortage in modern foreign languages is further obscured by the widespread employment of part-time or provisional staff whose only qualification may be the ability to speak the foreign language. Few American colleges or universities would hire a lawyer or an engineer or a taxi driver to teach freshman English. Yet something very analogous is happening in the foreign-language departments of many institutions. In one large urban university of the writer's acquaintance, over 50 per cent of a department of eighty members were familiar with, but unprepared to teach, the language to which they were assigned.

The present production of graduate degrees, therefore, appears scarcely adequate for the replacement of faculty who annually leave

[3]Statistics based on Robert R. LaDu's "American Doctoral Degrees Granted in the Field of Modern Languages," *Modern Language Journal*, XLIX (December, 1965), pp. 492–500. Actually, the number of universities which *offer* a Ph.D. in any modern foreign language is even greater, 81, according to my count of the listings found in Jane Graham, *A Guide to Graduate Study: Programs Leading to the Ph.D.* (Washington, D.C.: American Council on Education, 1965), pp. 592–606.

[4]See *The World Almanac and Book of Facts*, edited by Harry Hansen (New York: New York World-Telegram and Sun), for data concerning the number of degrees awarded in 1962–63 (1965 ed., p. 540) and in 1963–64 (1966 ed., p. 724), and for the number of institutions and their total enrollments (1965 ed., p. 534, and 1966 ed., p. 732).

[5]"Are College Teachers in Short Supply?," JOURNAL OF HIGHER EDUCATION, XXXVI (October, 1965), p. 392.

[6]*World Almanac*, 1966 ed., p. 732. Comparable figures for 1965 were not available.

college teaching by reason of death, illness, retirement, or change of vocation. It will be extremely difficult for existing graduate programs in modern foreign language to keep pace with the demand for additional college teachers created by the establishment of new institutions of higher learning and the growth of enrollment in existing ones.

The case against the terminal Master's program has been eloquently set forth by John Lachs.[7] Even when library and laboratory resources are adequate, the difficulty of competing successfully with the more prestigious established programs for faculty and students is an almost insuperable obstacle to the development of courses of high quality at this level. From personal observation of a number of terminal Master of Arts offerings in my own field, I must conclude that they usually weaken an undergraduate program that is already undermanned and underfinanced without compensatory gain in departmental or institutional prestige. The college or university which cannot afford to undertake a first-quality graduate program in a given discipline had better devote its resources to strengthening undergraduate instruction in that area.

THE fledgling doctoral program in a single foreign language will face many of the problems in recruitment and development of facilities which plague the terminal Master's program, but, given adequate financial support, it enjoys far better prospects of solving them. This is especially true because of the need for a broad-based graduate curriculum in modern foreign language which will add emphasis on communication skills, cultural understanding, and pedagogical competence to the traditional training in literary and textual criticism and research in historical linguistics.[8]

For several generations the professional ideal was the research scholar modeled after the apocryphal German philologist who devoted his entire career to the investigation of a single Greek noun only to express the deathbed regret that he had not limited his investigation to the dative case, which would have allowed him to produce something that was "truly definitive."

The needs of modern education will no longer tolerate such narrow overspecialization. Nor will they accept, in foreign-language teachers, the "reading only" mastery which led James Russell Lowell, appointed American minister to Spain after twenty-two years as Smith Professor of Languages at Harvard, to complain in a letter to C. E. Norton, "Although having more Spanish than most Spaniards, I couldn't speak,

[7] "Graduate Programs in the Undergraduate College," JOURNAL OF HIGHER EDUCATION, XXXVI (March, 1965), pp. 121–30.

[8] Recommendations to this effect are included in the MacAllister report already referred to. Similar recommendations on curriculum were developed independently at almost the same time by a working committee of the Northeast Conference on the Teaching of Foreign Languages. They were reported by Roger L. Hadlich, under the heading "FL's in Colleges and Universities" (pp. 37–57), as part of the *1964 Working Committee Reports* which bear the general title *Foreign Language Teaching: Ideals and Practices*. The volume was edited by George F. Jones and published by the Conference in 1964.

& my French & that got so jumbled up together that I was dumb in the language of diplomacy also . . . ."[9]

The primary objective of a doctoral program in any foreign language should be the production of the teacher-scholar who is able to understand, speak, and write, as well as read, both English and his major foreign language with nearly native fluency; who has a broad understanding of linguistic structure, the literature, and the culture which produced them; and who has mastered the techniques of effective transmission of the heritage of his discipline through classroom presentation and through publication.

The doctoral program should be the final link in a continuum of language learning, which might begin as early as the elementary school or as late as the first year of college, and every stage of which would mark measurable progress in control of the language under study in its linguistic and cultural manifestations. The Master of Arts should represent a definite level of achievement beyond that expected of the Bachelor of Arts (another criticism of the terminal Master's program is its failure to make a clear-cut distinction between what is really expected of graduates as opposed to advanced undergraduates); and the Ph.D., which ought to guarantee the capacity and the desire to continue to learn rather than the end of learning, should represent achievement considerably beyond that of the Master of Arts.

There will inevitably be a high correlation between the quality of the Ph.D. and the quality of the undergraduate program at the same university. This is true even when 90 to 95 per cent of undergraduate enrollment is in the service courses designed to fulfill the degree requirements of the school, the college, or another discipline. Both graduate degrees in foreign language are primarily "teaching" degrees, and a large number of graduate students will serve their teaching apprenticeship at the university from which they will eventually receive a Master of Arts, a Ph.D., or both degrees. The undergraduate college is not only the prime supplier of raw materials for the graduate school; it is, in this field, a chief consumer of the finished product; and, in the great university, it can serve as a demonstration school for the novice teacher. The major improvement in secondary-school foreign-language teaching, growing out of the National Defense Education Act of 1958 and its subsequent revisions, points up the need for a parallel advance in college and university foreign-language instruction.

THE new Ph.D. program, as I have intimated, should be more than a blurred carbon copy of some once-prestigious program at another institution. Graduate training in modern foreign language can no longer be limited to discipleship at the feet of a single great master. A respect-

[9]Dated Madrid, October 28, 1877. Cited by Stanley T. Williams, *The Spanish Background of American Literature*, Vol. II (New Haven, Connecticut: Yale University Press, 1955), p. 192.

able program in any of the European or Oriental languages which has produced a considerable body of printed literature would require, in a medium-sized university, a full-time staff of at least ten—not well-trained beginners but established professionals. Most of them would teach both undergraduate and graduate courses, although many of the former, particularly those that develop basic language skills, might be given by graduate assistants under the supervision of a senior staff member.

For a language widely taught in American secondary schools, some twenty-five different undergraduate courses are required to provide the flexibility needed to accommodate varying preparation and the requirements of a major. There should be, perhaps, ten courses open to both advanced undergraduates and graduates, and another twenty-five open to graduate students only. (By "course" we mean a class meeting from three to five hours a week for one semester. Obviously, not all courses need be given every semester or, indeed, every year.)

The instructional effort will require support of non-professional staff, such as secretaries, language-laboratory administrative and maintenance personnel, and custodial help. The graduate program requires funds for library development and maintenance, research, publication, and travel which do not enter into the usual undergraduate planning. And more efficient instruction is possible if space is allotted in a building specifically designed for foreign-language teaching.

The initial cost of a new program of quality is high in any field. The university which wants to launch a first-class doctoral program in a single modern foreign language must be prepared to pay well above the market price if it hopes to retain the best of incumbent staff and at the same time persuade additional faculty members to leave the prestige institutions for a post in what they may regard as a "minor league," if not "outer Siberia." In addition, scholarship and fellowship funds must be found which will enable the department to compete advantageously for capable graduate students. To build and hold a department of ten, offering the range of courses described, with a minimum undergraduate enrollment of 400 students and a minimum graduate enrollment of 40, would require an annual budget in excess of $340,000.

There is a demonstrable need for additional doctoral programs in modern foreign language. Besides placing the traditional emphasis on knowledge of the literature and the history of a given language, these should demand mastery of the skills (understanding, speaking, reading, and writing), the linguistic structure, the cultural background, and the techniques of their classroom presentation. Such broadened objectives require a larger staff and a wider range of course offerings than have sometimes been considered necessary for an adequate graduate program in a single language. They also call for close articulation of undergraduate offerings and generous financial support.